**K-5 Math Lesson Plan**

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| **Teacher: A. Johnson** | | | **Grade: First Grade** | | | **Date(s)**: |
| **Unit Title: Count to 120** | | | | **Corresponding Unit Task: Unit one task one.** | | |
| **Essential Question(s):** How can we recognize a bundle? How can I count to 100 by groups of ten? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Construction paper  Scissors | | **Student:**  Pencil  crayons  construction paper | | | bundle | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 1.NBT.1** | | | | | |
| **I Can Statement(s):**  I can recognize a group of ten as a bundle. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?) Students will be asked to find a partner. Inform students that they will be tracing each other’s hands. | | | | | |
| **Teacher Directed:**  The teacher will show the students an overhead of two hands traced together side by side.  As a group the whole class will count all of the fingers until we have all ten. The teacher will write the corresponding number on the corresponding finger. The teacher will write her name in the middle and put a few small decorations around his/her name. The vocabulary word ***bundle*** will be introduced at this time. Inform students that when you have a group of ten  items together it is called a bundle. Allow the students to practice saying the word. Ask students if they could give you an example of something they have a bundle of. | | | | | |
| **Guided Practice:**  The teacher will draw a circle on the overhead and inside will draw ten items inside the circle. The students will follow along and do the same thing in their math journals and they will write the vocabulary word to go along with the example. | | | | | |
| **Independent Practice:**  Students will create their hands. They will write the numbers on the fingers until they reach ten. They will write their names in the center (where the palms are) and they will decorate their bundle (of fingers!) | | | | | |
| **Closing/Summarizing Strategy:**  We will put up all of the bundles and count to see how many bundles of ten we have and if time allows we will count to see the number represented by the bundles. The bundles can be displayed on a bulletin board which reads  "bundles of friends in first grade." | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Students can practice counting by tens by holding up their "bundle" (both hands.) Students may also trace their feet to add to the total. | | | Students can receive extra assistance from teacher or partner. Students may be given a set of already traced hands and a number chart to label the fingers. | | | \*Pre-teach vocabulary  \*Model the task multiple times  \*Break it into multiple components |
| **Assessment(s):**  Informal/verbal  Formal: final product created by making their bundle. | | | | | | |
| **Teacher Reflection:** (Next steps?)   * What went well? * What do I need to reteach/review tomorrow * New ideas or changes for next time | | | | | | |